DOCUMENT RESUME

ED 277 513 RC 016 041

AUTHOR Phelps, Margaret S.; Wright, Jill D.
TITLE Peer Coaching--A Staff Development Strategy for Rural Teachers.
PUB DATE Nov 86
NOTE 24p.; This research was funded by the Tennessee Technological University Education Research and Service Consortium and a TTU Faculty Research Grant.
PUB TYPE Guides - Non-Classroom Use (055) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Check Lists; Classroom Observation Techniques; Cost Effectiveness; Delivery Systems; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Extension Education; Higher Education; *Inservice Teacher Education; *Instructional Improvement; *Peer Evaluation; Rural Education; *Rural Schools; Self Evaluation (Individuals); Small Schools; *Teacher Evaluation; Teacher Improvement; Teaching Skills
IDENTIFIERS *Peer Coaching; Tennessee

ABSTRACT

A mediated peer coaching program implemented in rural Middle Tennessee in 1984-85 was designed to improve classroom instruction within the constraints imposed by poor, rural schools. Participants were 35 teachers in 9 rural schools, each assigned to a peer coaching team consisting of teachers in the same school but with different grade and/or subject assignments and different levels of experience. Participants met monthly with the project director to discuss some aspect of effective schools research and practice using the Effective Teaching Checklist developed by Tennessee Technological University. Peer team members observed each other teaching, ranked specified teaching behaviors, reviewed observation results, and developed personal instructional improvement goals based on the observations. Participants used the Effective Teaching Checklist to evaluate video-tapes of their lessons recorded at the beginning and end of the school year. Analysis of the data showed significant differences in 8 of 12 categories evaluated: selection of methods, selection of materials, instruction, questioning, motivation, classroom management, providing practice, and evaluation and feedback. In this study, mediated peer coaching was effective in changing overall teaching behaviors and was a cost-effective method of providing in-class feedback and support for rural teachers. The teaching evaluation form and evaluation criteria are appended. (JHZ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED277513

PEER COACHING--

A STAFF DEVELOPMENT STRATEGY FOR RURAL TEACHERS

A Paper Presented
at the Eleventh National Conference of the
National Council of States on Inservice Education
Nashville, Tennessee
November 24, 1986

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Margaret Phelps

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by

Dr. Margaret S. Phelps, Director
Rural Education Research and Service Consortium
Tennessee Technological University
Cookeville, Tennessee 38505

Dr. Jill D. Wright
Associate Professor of Curriculum and Instruction
The University of Tennessee
Knoxville, Tennessee 37996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

This research was funded by the
TTU Rural Education Research and Service Consortium
and a TTU Faculty Research Grant.

RC016041

RC

PEER COACHING--

A STAFF DEVELOPMENT STRATEGY FOR RURAL TEACHERS

How can teachers in an isolated rural area become familiar with the developing body of research on effective teaching and incorporate those findings into their daily instructional activities? Traditional inservice programs provide presentations designed to motivate teachers and make them aware of current developments and trends. However, few resources are made available for follow-up assistance within classrooms. Joyce and Showers (1980) have concluded that staff development must include presentation of theory, modeling or demonstration, practice under simulated conditions, feedback, and coaching if it is to make a difference in the behavior of teachers. Although many variables effect the degree to which a teacher is able to make a technique his or her own, coaching appears to have more potential for teacher change (Mohlman, 1982).

How can teachers in poor, rural schools be provided coaching assistance? Many rural systems have only a few instructional supervisors to serve all programs kindergarten through the twelfth grade. Furthermore, many schools do not even have a full-time supervising principal. The process of coaching involves peer companionship, technical feedback, analysis of application, adaptation of teaching behaviors to the students, and personal facilitation. Joyce and Showers (1982) advocate the creation of coaching teams among teachers in all schools. These teams would regularly observe one another and provide feedback

and support. Berliner (1982) contends that the research on teacher effectiveness is implemented only when someone provides in-classroom assistance to teachers. The skills needed to provide technical feedback on teaching can be taught to almost any teacher. The emphasis must be on technical rather than evaluative feedback and keeping the supervisory process student-centered and non-threatening (Mohlman, Kierstead, and Gundlach, 1982).

For teacher supervision to yield changes in teacher behavior there should be adequate time devoted to the process, initiative and motivation emanating from the teachers, empathy and credibility of the supervisor, and a focus on instructional improvement rather than evaluation. If properly managed, peer coaching meets each of those requirements (Bang-Jansen, 1986).

If teachers are to establish meaningful goals for instructional improvement, there needs to be an accepted definition of effective teaching behaviors. The research on effective teaching provides a starting point for this definition (Acheson and Gall, 1980). However, the use of the research base requires mediation by someone thoroughly trained in the implications and applications of research. Thus, mediation is a necessary component if all teachers involved in the process are to move toward generally accepted effective teaching behaviors.

The problem becomes one of meeting the criteria of coaching and mediation within the constraints imposed by poor, rural schools. Such a program was designed and implemented in rural Middle Tennessee in 1984-86.

Project Design

During 1984-85, most teachers in Tennessee received training in the Tennessee Instructional Model (TIM) developed by the Tennessee Department of Education using the Madeline Hunter lesson design and some research on effective teaching. The training consisted of after school workshops during which the modules were presented to large groups of teachers. There was no consistent follow-up to assist teachers in using TIM or to determine the degree of change in teacher behavior based on the training.

During the same year, an Effective Teaching Checklist was developed at Tennessee Technological University. This instrument included the TIM lesson components, some other TIM items and numerous items drawn from the research on effective teaching available in the literature at that time. The checklist was field tested for two quarters in the micro-teaching program using graduate assistants to rank the teaching behaviors of pre-service teachers. The instrument was refined based on the field testing and a second field testing conducted for one quarter using video-taped lessons of experienced teachers. Further refinement of the instrument based on the field testing was completed in the summer of 1985.

In the fall of 1985, teachers in nine rural schools (one K-2, one K-4, one K-6, one 3-6, one 5-8, one 7-8 and three 9-12) were invited to participate in an "Improvement of Teaching" project sponsored by Tennessee Technological University through its Rural Education Research and Service Consortium. Each participant was to receive three hours of graduate credit during

the academic year for their activities related to the project. Thirty-five teachers were involved in some portion of the project. The teachers involved spanned kindergarten through twelfth grade and included special education and vocational teachers. Each teacher was assigned to a two, three or four member peer coaching team consisting of teachers in the same school but having different grade and/or subject assignments and different levels of experience. Where necessary, a substitute teacher was provided by the project to facilitate the observation schedule. Conferences were to be conducted after the school day.

Early in the fall, each participant was video-taped for a complete lesson in his/her classroom. Video-taping was done by a trained media specialist who kept the camera on the teacher to capture non-verbal as well as verbal teacher behavior. A lavalier microphone was used to prevent background noise from washing-out teacher verbal behavior.

During the school year, the participants met monthly with a project director to discuss some aspect of research on effective teaching and the related items on the TTU Effective Teaching Checklist. Using video tapes of teachers in other schools, they then practiced observing and ranking the specified behaviors on the Effective Teaching Checklist. Following the large group session, each peer coaching team conducted a pre-observation conference on lessons they would teach while being observed. The following day each teacher taught a lesson with his/her peer team members observing and ranking the specified teaching behaviors. Each team then conducted a post-observation conference to share

observations and rankings. Each teacher individually developed personal instructional improvement goals based on the specified behaviors. These goals were shared with the project director. At the next monthly meeting, the large group discussed the experiences of the previous observations and conferences and clarified areas of ambiguity in data collection and rank assignment.

At the end of the school year, each participant was videotaped again using the same procedures as used earlier in the year. Each participant was then given a copy of his/her video tapes and asked to evaluate each entire lesson using all categories and items on the TTU Effective Teaching Checklist. The completed checklists were submitted to the project director for analysis. Complete data were received from twenty-five teachers. Each participant also participated in an informal evaluation of the project.

Project Results

The participants reported that they became more self-confident in the classroom, increased self-evaluation in all planning and teaching, developed positive relationships with team members, and observed positive changes in student learning. An analysis of the data from the TTU Effective Teaching Checklist using the Wilcoxon Matched-Pairs Signed-Rank Test showed significant differences in eight of the twelve categories. They were:

1. Selection of methods
2. Selection of materials
3. Instruction

4. Questioning
5. Motivation
6. Classroom management
7. Provides practice
8. Evaluation and feedback

Significant differences were also found for nine individual items. They were:

1. Provision for several learning styles in methods selection
2. Teaching to objectives
3. Insuring student success experiences
4. Provision for individual differences of students
5. Maintaining involvement of all students
6. Praising and/or rewarding appropriate behavior
7. Using nonverbal classroom management techniques
8. Providing enrichment or extending activities for students who have demonstrated mastery
9. Using a variety of verbal and nonverbal responses

Conclusions

Based on the findings of the study, the following conclusions were drawn;

1. Mediated peer coaching was effective in changing overall teaching behaviors of rural teachers.

2. The changes in teaching behaviors generally increased student focus and involvement in the learning experience and resulted from the teachers trying different teaching strategies.

3. Teachers perceive mediated peer coaching as a positive

non-threatening staff development process.

4. Peer coaching is a cost effective method of providing in-class feedback and support for rural teachers.

Recommendations

While more research is needed, the findings and the available literature provide adequate grounds for encouraging rural school administrators to implement mediated peer coaching as a staff development machanism. Assistance from regional universities offering teacher education programs can insure the focus on appropriate teaching behaviors with minimal expenditure.

Reference List

Acheson, K. A. & Gall, M. D. (1980). Techniques in the Clinical Supervision of Teachers. New York: Longman.

Bang-Jensen, V. (1986). The view from next door: a look a peer supervision. In K. K. Zumwalt (Ed.), Improving Teaching (pp. 51-62). Alexandria, VA: Association for Supervision and Curriculum Development.

Berliner, D. (1982). On improving teacher effectiveness: a conversation with David Berliner. Educational Leadership, 40, 12-15.

Joyce, B. & Showers, B. (1980). Improving inservice training: the messages of research. Educational Leadership, 37, 379-385.

Joyce, B. & Showers, B. (1982). The coaching of teaching. Educational Leadership, 40, 4-7.

Mohlman, G. G. (1982, March). Assessing the impact of three inservice models. Paper presented at the annual meeting of the American Educational Research Association, New York.

Mohlman, G. G., Kierstead, J., & Gundlach, M. (1982). A research-based inservice model for secondary teachers. Educational Leadership, 40, 16-19.

TEACHING EVALUATION

Teacher's Name_____
School/Class_____
Grade/Subject_____
Date_____
Observer_____
Total Score_____

Scale: 3-Outstanding 2-Acceptable 1-Needs Improvement
0-Not Present 2-Not Applicable

Category score is sum of item scores

_____1. **Establishes set**
_____Uses attention getter
_____States objective
_____Involves all students
_____Relates to previous learning
_____Relates to real life

_____2. **Selection of methods**
_____Provides for several learning styles
_____Teaches to objectives
_____Uses methods which maximize pupil involvement
_____Uses logical sequencing
_____Insures success experiences

_____3. **Selection of materials**
_____Uses variety of materials (Min. of 2)
_____Matches materials to objectives
_____Manages materials effectively and efficiently
_____Use of materials provides for different learning styles
_____Uses materials appropriate to setting and student maturity

_____4. **Instruction**
_____Models desired skills/Develops concept understanding
_____Provides for classroom verbal interaction appropriate to objectives
_____Provides correct information in class presentations and materials
_____Provides for individual differences of students
_____Monitors each student's learning; adjusts instruction as necessary

_____5. **Communication**
_____Teaches on students' level
_____Makes eye contact
_____Uses standard English
_____Avoids distracting communication mannerisms
_____Uses verbal and non-verbal communication tools effectively

_____6. **Questioning**
_____Uses logical questioning sequence
_____Observes wait time (3-5 sec.)
_____Uses appropriate "calling on" techniques
_____Asks variety of kinds of questions
_____Provides appropriate feedback to student responses

_____7. **Giving directions**
_____States directions clearly
_____Does not repeat directions more than once
_____Gives logical, sequential, complete directions
_____Gives directions that students follow with minimal confusion
_____Uses direction-giving strategy appropriate to students and task

_____8. **Motivation**
_____Is enthusiastic
_____Communicates relevance
_____Maintains pleasant atmosphere
_____Maintains involvement of all students
_____Provides adequate prerequisite instruction

_____9. **Classroom management**
_____Maintains an orderly, academically focused climate
_____Praises and/or rewards appropriate behavior
_____Establishes and enforces procedures for classroom routines
_____Uses nonverbal classroom management techniques
_____Maximizes student academic learning time

_____10. **Provides practice**
_____Provides adequate supervised practice
_____Provides for independent practice
_____Provides appropriate amount of practice
_____Reteaches and provides additional practice for students who have not demonstrated mastery
_____Provides enrichment or extending activities for students who have demonstrated mastery

_____11. **Evaluation and feedback**
_____Checks each student for understanding
_____Evaluates student mastery of each objective
_____Provides specific constructive feedback
_____Uses a variety of verbal and non-verbal responses
_____Returns graded work promptly

_____12. **Closure**
_____Students verbalize learning
_____Students repeat behavior (skill lesson)
_____Gives assignment related to learning
_____Provides clear expectations for future learnings or activities
_____Allows appropriate time for closure

TEACHING EVALUATION

EVALUATION CRITERIA

1. **Establishes set**

uses attention getter
0-An attention getter is not present.
1-An attention getter is present, but it is weak and needs improvement.
2-An effective attention getter clearly related to the lesson is present.
3-An exceptional attention getter, clearly related to the lesson, is present.

states objective
0-Objective is not stated.
1-Objective is stated, but it is not outcome oriented.
2-Objective is stated in terms of what the students will know or be able to do at the end of the lesson.
3-Objective is stated creatively in terms of outcome.

involves all students
0-No student involvement occurs.
1-Some student involvement occurs, but all students are not involved.
2-All students are actively involved.
3-All students are involved in a creative way.

relates to previous learning
0-No reference to previous learning is made.
1-A vague reference to previous learning is made.
2-Previous learning is specifically linked to the current lesson.
3-Previous learning is effectively linked to the current lesson in a creative manner.

relates to real life
0-No reference is made to real life.
1-The relationship is rational rather than personal or involves the distant future.
2-The relationship is personal rather than rational and relates to the students' experiences.
3-The relationship is uniquely personal and is presented creatively.

2. Selection of Methods

provides for several learning styles (Learning styles include: A-visual, auditory, physical; B-high structure, low structure.)
0-Selection does not meet criteria for a score of 1.
1-Provision is made for two from A and one from B or one from A and two from B.
2-Provision is made for three from A and one from B or two from A and two from B.
3-Provision is made for three from A and two from B.

teaches to objectives
0-Instruction is not related to objectives.
1-Most instruction is related to objectives.
2-All instruction is related to objectives.
3-All instruction is clearly and creatively related to objectives.

uses methods which maximize pupil involvement
0-Methods allow for no pupil involvement.
1-Methods provide for a teacher dominated class with minimal pupil involvement.
2-Methods provide for a balance between teacher and pupil domination.
3-Methods creatively provide for a balance between teacher and pupil domination.

uses logical sequencing
0-No logical sequencing is evident; the order of the lesson is confusing.
1-Sequence of activities could be more effective and easier to follow.
2-Sequence is easy to follow, and it makes sense that one activity follows the next.
3-Sequence of the lesson is so logical that it can be easily predicted.

insures success experiences
0-Students are either bored by the simplicity of the lesson or frustrated by the difficulty of it.
1-The teacher leaves a student before the answer is found or some students are unable to complete learning tasks before the teacher continues the lesson.
2-The teacher usually probes or follows up with an individual student.
3-The teacher always probes or follows up with an individual student.

3. Selection of materials

uses variety of materials (minimum of two)
0-One kind of material is used.
1-Two kinds of materials are used.
2-Three or more kinds of materials are used.
3-Three or more kinds of creative materials are used.

matches materials to objectives
0-Materials do not match objectives, or they distract from the lesson.
1-Materials relate to the lesson but do not add to its effectiveness.
2-Materials facilitate understanding of the lesson.
3-Materials greatly enhance understanding of the lesson.

manages materials effectively and efficiently
0-Materials are forgotten or not prepared.
1-Handling and distribution of materials are awkward.
2-Materials management is smooth with no fumbling.
3-Materials are managed with high degree of efficiency and effectiveness.

use of materials provides for different learning styles (auditory, visual, and physical)
0-Use of materials appeals to only one learning style.
1-Use of materials appeals to two learning styles.
2-Use of materials appeals to three learning styles.
3-Use of materials appeals to three learning styles in a creative way.

uses materials appropriate to setting and student maturity
0-Materials are inappropriate to setting and/or student maturity.
1-Materials could be more appropriate to the physical environment and/or students.
2-Materials are appropriate to the physical environment and students.
3-Materials are superbly suited to physical environment and students.

4. Instruction

models desired skills/develops concept understanding
0-Skills are not modeled and/or concepts are not developed.
1-Skills are partially modeled, and/or concepts are partially developed.
2-Skills are properly modeled, and/or concepts are properly developed.
3-Skills are properly modeled and/or concepts are properly developed with a creative flare.

provides for classroom verbal interaction appropriate to objectives
0-Lesson is completely teacher dominated.
1-Level of verbal interaction is inappropriate for the type of lesson presented.
2-Level of verbal interaction is appropriate to the type of lesson presented.
3-Level of verbal interaction is appropriate for the type of lesson presented and is accomplished creatively.

provides correct information in class presentations and materials
0-Lesson contains much incorrect information.
1-Lesson contains no more than two examples of incorrect information.
2-Lesson contains correct, teacher-prepared information.
3-Lesson meets requirements for a score of 2 and includes correctly answered related (unexpected) questions.

provides for individual differences of students
0-Provides for only one level of instruction.
1-Provides for two levels of instruction.
2-Provides for three levels (remedial, regular, accelerated) of instruction.
3-Provides activities uniquely well suited to each of the three levels of instruction.

monitors each student's learning; adjusts instruction appropriately.
0-No monitoring occurs.
1-Some students are checked for understanding.
2-All students are checked for understanding and adjustments in instruction are made.
3-All students are checked for understanding of each skill or concept each time and appropriate adjustments in instruction are made.

5. Communication

teaches on students' level
0-Communication level is extremely simple/difficult for the students.
1-Communication level is a little simple/difficult for students.
2-Communication level is appropriate for students.
3-Communication level is superbly suited to students.

makes eye contact
0-No eye contact is made.
1-Little eye contact is made.
2-Good eye contact is made with each student.
3-Repeated eye contact is made with each student.

uses standard English
0-Uses several non-standard English expressions.
1-Uses one non-standard English expression.
2-Uses only standard English.
3-Uses standard English including especially clear sentence structure.

avoids distracting communication mannerisms (expressions such as O.K.; monotone speech; speech that is ambiguous, not emphasized appropriately, or unpleasant)

0-Teacher uses many distractors or uses any distractor more than ten times.
1-Teacher uses no more than two distrators and uses them no more than ten times each.
2-Teacher uses no more than one distractor and uses it no more than five times.
3-Teacher uses no distractors.

uses verbal and nonverbal communication tools effectively
0-Communication is ineffective.
1-Teacher uses verbal and nonverbal communication, but one is ineffective.
2-Teacher uses verbal and nonverbal communication, and both are effective.
3-Teacher uses verbal and nonverbal communication, and both are highly effective.

6. Questioning

uses logical questioning sequence
0-Questioning reflects no logical sequencing.
1-Questioning sequence is poor and does not progress from lower order to higher order.
2-Questions are logically sequenced.
3-Questioning sequence is structured in a way that maximizes students' thinking.

observes wait time(the pause following a question by the teacher plus the pause following calling on a student plus the pause following a student response)
0-Teacher provides no wait time.
1-Teacher usually provides less than three seconds wait time.
2-Teacher usually provides a minimum of three seconds wait time.
3-Teacher always provides a minimum of three seconds and adjusts wait time to the difficulty of the questioning.

uses appropriate "calling on" techniques
0-Teacher does not call students by name, and/or most responses are choral.
1-Teacher usually calls a students' name before asking a question, and/or questioning is limited to a select group of students.
2-Teacher usually asks a question before calling a student's name; students are called on fairly evenly.
3-Teacher always asks a question before calling a student's name, except when inappropriate; students are called on equally.

asks variety of kinds of questions (A-lower order, higher order, affective; B-convergent, divergent, rhetorical)
0-Teacher uses one of A.
1-Teacher uses two of A.
2-Teacher uses each of A and two of B.
3-Teacher uses each of A and each of B.

provides appropriate feedback to student responses
0-Little or no feedback is provided.
1-Knowledge of results is provided.
2-Knowledge of results is provided, and students are helped to correct mistakes.
3-A variety of positive and corrective feedback, including probing and redirection, is used effectively.

7. Giving non-instructional directions

states directions clearly

0-Directions are ambiguous.
1-Directions are not completely clear.
2-Directions are clear.
3-Directions leave no question as to what is to be done.

does not repeat directions more than once.

0-Teacher regulary repeats directions several times.
1-Teacher occasionally states directions more than twice.
2-Teacher states directions no more than twice.
3-Teacher does not repeat directions; repetition of directions is not needed.

gives logical, sequential, complete directions

0-If the students follow directions as given, the desired results would not be achieved.
1-The teacher has to add some detail to the original directions.
2-Original directions are sufficient for the students' understanding.
3-Original directions for an unusually complicated task are sufficient for students' understanding.

gives directions that students follow with minimal confusion

0-Students are too confused to follow directions at all.
1-Students have difficulty following directions.
2-Students follow directions with minimal confusion and few questions.
3-Students follow directions with no confusion and no questions.

Uses direction-giving strategy appropriate to students and task

0-Directions are clearly inappropriate for the group's ability.
1-Directions are too detailed or too vague for the group's ability.
2-Directions provide for task accomplishment while allowing some decision-making and creativity.
3-Directions provide for task accomplishment while maximizing student decision-making and creativity.

8. **Motivation**

is enthusiastic

0-Teacher appears lethargic, inactive, dull or sluggish.
1-Teacher appears energetic and demonstrative sometimes but mostly maintains an even level.
2-Teacher is generally energetic and demonstrative.
3-Teacher is exuberant and demonstrative, showing a high degree of energy and vitality.

communicates relevance

0-Teacher communicates no relevance to real life during the lesson.
1-Teacher makes at least one reference to real life.
2-Teacher makes several references to real life.
3-Teacher communicates relevance to real life in a personal way throughout the lesson.

maintains pleasant atmosphere

0-Students appear ill at ease.
1-Students are neutral; neither ill at ease, nor comfortable.
2-Students appear to be at ease with each other and with the teacher.
3-Students and teacher interact freely and comfortably.

maintains involvement of all students

0-No active student involvement occurs.
1-Some students are actively involved.
2-Each student is actively involved at least once during the lesson.
3-Each student is actively involved throughout the lesson.

provides adequate prerequisite instruction

0-Teacher makes no direct or indirect reference to prerequisite skills.
1-Teacher refers to prerequisite skills or knowledge but does not check for student mastery.
2-Teacher seeks evidence that students have prerequisite skills or knowledge to master the new skill or concept.
3-Teacher provides prerequisite instruction to bring all students to a level of proficiency adequate to master the new skill or concept.

9. **Classroom management**

maintains an orderly, academically focused climate

0-Classroom is chaotic.
1-Classroom is disorderly at times and socially focused.
2-Classroom is orderly, unoppressive, and academically focused.
3-Classroom is orderly, unoppressive, active and academically focused.

praises and/or rewards appropriate behavior

0-Teacher provides no praise or reward for appropriate behavior.
1-Teacher verbally corrects inapproprate behavior and praises and/or rewards appropriate behavior.
2-Teacher praises and/or rewards individuals or the group for appropriate behavior.
3-Teacher matches praise and rewards to the needs of the student and the nature of the behavior.

establishes and enforces procedures for classroom routines.

0-Little or no evidence of established classroom routines is seen.
1-Established classroom routines are evident, but the teacher is inconsistent in enforcing routines.
2-Students follow established classroom routines with little overt teacher monitoring.
3-Students follow established classroom routines with no overt teacher monitoring.

uses nonverbal classroom management techniques.

0-Teacher uses no nonverbal management techniques.
1-Teacher uses one nonverbal management technique.
2-Teacher uses at least two nonverbal management techniques effectively.
3-Teacher uses several nonverbal management techniques effectively.

maximizes student academic learning time.

0-Most students are off task for a significant portion of the lesson.
1-Several students are off task for a significant portion of the lesson.
2-Most students are actively involved for most of the lesson.
3-Each student is actively involved for the duration of the lesson.

10. **provides practice**

provides adequate supervised practice

0-No teacher-assisted practice occurs.
1-An insufficient amount of teacher-assisted practice occurs.
2-A sufficient amount of teacher-assisted practice occurs.
3-Teacher-assisted practice is sufficient and conducted in a motivational way.

provides for independent practice

0-No unassisted practice occurs.
1-An insufficient amount of unassisted practice occurs.
2-A sufficient amount of unassisted practice occurs.
3-Unassisted practice is sufficient and conducted in a motivational way.

provides appropriate amount of practice

0-Amount of practice is extremely excessive or extremely limited for the given skill and/or concept.
1-Amount of practice is a little excessive or limited for the given skill and/or concept.
2-Amount of practice is appropriate for the given skill and/or concept.
3-Amount of practice is uniquely matched to the lesson.

reteaches and provides additional practice for students who have not demonstrated mastery

0-Students who have not demonstrated mastery are given the same assignment as students who have demonstrated mastery.
1-Students who have not demonstrated mastery are either retaught or given additional supervised practice.
2-Students who have not demonstrated mastery are retaught and provided additional supervised practice.
3-The reteaching and the supervised practice employ instructional techniques particularly well suited to the learners.

provides enrichment or extending activities for students who have demonstrated mastery

0-Students who have demonstrated mastery are given no assignment.
1-Students who have demonstrated mastery are given an assignment that repeats the skill of the supervised practice but does not go beyond.
2-Students who have demonstrated mastery are given an assignment that uses the skill but goes beyond the supervised practice.
3-Enrichment and/or extending activities are creative and particularly well suited to the learners.

11. **Evaluation and feedback**

checks each student for understanding

0-No students are checked for understanding.
1-Some students are checked for understanding.
2-Each student is checked for understanding.
3-Each student is checked for understanding in a creative way.

evaluates student mastery of each objective

0-No student mastery evaluation of objectives occurs.
1-Student mastery evaluation of each objective does not occur, or mastery evaluation of all objectives is not adequate.
2-Adequate student mastery evaluation of each objective occurs using a sampling technique or choral responses.
3-Each student is checked for mastery of each objective.

provides specific constructive feedback

0-Teacher does not help individual students reach acceptable responses.
1-Teacher sometimes helps individual students reach acceptable responses.
2-Teacher usually helps individual students reach acceptable responses.
3-Teacher always helps individual students reach acceptable responses.

uses a variety of verbal and non-verbal responses

0-Teacher uses a limited variety of verbal responses and no non-verbal responses, or vice versa.
1-Teacher uses a limited variety of verbal and non-verbal responses.
2-Teacher uses a variety of verbal and non-verbal responses to provide students with specific knowledge of results.
3-Teacher uses a variety of verbal and non-verbal responses particulrly well suited to the learner and the learning.

returns graded work promptly

0-Work that is handed in is not graded and returned.
1-Work is graded and returned after the next class period.
2-Work is graded and returned during the next class period.
3-Work is graded and returned immediately.

12. Closure

students verbalize learning

0-Learning is not restated.
1-Teacher restates learning, or students state only part of learning.
2-Students restate learning in their own words.
3-Each student verbalizes learning in a creative way, and teacher provides feedback.

students repeat behavior (skill lesson)

0-Behavior is not reviewed or repeated.
1-Teacher repeats behavior, or a few students repeat behavior.
2-Each student repeats the behavior.
3-Teacher uses creative approach to elicit repetition of behavior by each student, and teacher provides feedback.

gives assignment related to learning

0-Teacher gives an assignment that is not related directly to the lesson, or no assignment is given.
1-A related assignment is given, but the length, difficulty, etc., of the assignment is not appropriate.
2-A related assignment of appropriate length, difficulty, etc., is given.
3-Creative, individualized assignments related to the lesson are given.

provides clear expectations for future learnings and/or activities

0-No statement is made regarding future learning.
1-The statement of expectations is vague or does not link present and future learning.
2-The statement of expectations is clear, specific, and links present and future learning.
3-The statement of expectations is clear, specific, positively motivating, and links present and future learning.

allows appropriate time for closure

0-No time is spent in closure.
1-Either too much or too little time is spent in closure.
2-Time spent in closure is adequate and apropriate to the lesson.
3-Time spent in closure is adequate, appropriate to the lesson and used effectively.